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ABSTRACT

Standards and procedures for approval of teacher preparation programs in Connecticut are presented. The standards are based on recommendations made by the Committee on the Revision of Procedures and Standards for Connecticut Teacher Preparation Programs. Existing criteria for approving teacher preparation programs were reviewed and revised by the committee, which also assessed broad issues in the training of teachers. Major changes involving administration, faculty, students, curriculum, facilities and resources, and evaluation are summarized. Compliance dates are listed next to the new or revised standards and procedures. An appendix presents objectives and teacher competencies on which the new standards and procedures were established. Committee members are listed. (CB)

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Standards and Procedures for Approval of Teacher Preparation Programs

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**Standards and Procedures
for Approval of
Teacher Preparation Programs**

Based on recommendations from the Committee on the
Revision of Procedures and Standards for Connecticut
Teacher Preparation Programs

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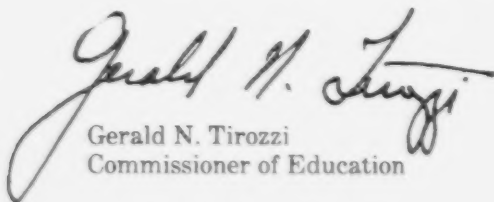
Foreword

Since the State Board of Education, in April 1982, adopted 25 Recommendations for Ensuring Professional Competence, Advisory Committees to the State Board of Education have been considering the issues associated with the recommendations.

The purpose of the Committee on the Revision of Procedures and Standards for Connecticut Teacher Preparation Programs was to review and revise the existing criteria for approving teacher preparation programs and to address broad issues in the training of teachers. This new edition of *Standards and Procedures for Approval of Connecticut Teacher Preparation Programs* is the result of that committee's work.

The deliberations of another committee resulted in an earlier publication, *A Report of the Distinguished Citizens Task Force on Quality Teaching*. Reports on certification, testing and continuing education will follow.

Putting the revised standards and procedures into practice will require thoughtful effort on the part of all involved in the process. We expect that the experiences of the next five years in implementing these standards and procedures will lead to continued improvement in teacher preparation programs and in the supply of well-prepared individuals entering the teaching profession.



Gerald N. Tirozzi
Commissioner of Education

Approval of Teacher Preparation Programs

Teacher preparation is the planned sequence of experiences provided by colleges and universities designed to lead to the certification of competent teachers in the elementary and secondary schools. To receive approval, a teacher preparation program must meet the standards and follow the procedures contained herein, approved by the State Board of Education, and must comply with all the specific requirements set forth in laws and regulations pertaining to certification.

In 1982, the Committee on the Revision of Procedures and Standards for Connecticut Teacher Preparation Programs was created to review and revise the existing criteria used to approve teacher preparation programs and to address broad issues in the training of teachers. The committee, chaired by Claire Gold, was comprised of members of the education community and the public. (For names of committee members, see pages 34-35.) Topics for consideration included the appropriateness of program approval and the completeness, level of specificity, rigor and responsiveness of the programs, as well as methods of determining competency for admission to and exit from teacher preparation programs. The committee's deliberations resulted in this new edition of *Standards and Procedures for Approval of Connecticut Teacher Preparation Programs*.

The purpose of the document is to provide criteria by which the quality of a program of teacher preparation may be judged. Changes that will improve the quality of training for teachers and provide better instruction for school children are expected to result. The standards are a means to an end—quality teaching in the schools—rather than an end in themselves.

Implementation of the standards and procedures will require an investment of resources by every institution offering teacher training. The institutions must translate the statements into local terms, reflecting each institution's philosophy and objectives and relationships with other education institutions in the area. It is expected that different institutions will meet the standards in different ways, always striving for the ideal.

The document is divided into two parts, one on standards and the other on procedures. The standards portion is divided into six sections by topic: administrators, faculty, students, curriculum, facilities and resources, and evaluation. Together, the standards address the critical questions of ensuring quality in the teaching profession: who is admitted to the preparation programs, what happens in those programs, and who is ultimately recommended for certification.

In summary, the major changes are:

- **Administration.** The report calls for the formal establishment of cooperative arrangements with elementary and secondary schools, and requires teacher preparation programs to have a management plan for the delivery of services to local school districts, including types of services to be delivered, staffing, resources support and evaluation of service activities.
- **Faculty.** The report calls for planned professional development activities for faculty to keep them up-to-date in their fields and to provide firsthand knowledge about and contact with public school students, teachers and administrators.
- **Students.** This section includes a six-step process for admission to teacher preparation programs designed to assure a high quality of teacher candidates.
- **Curriculum.** Teacher preparation programs are required to provide instruction leading to the acquisition of the knowledge and skills defined in the Connecticut Teaching Competencies (see Appendix).
- **Facilities and resources.** This section emphasizes the

necessity of providing adequate library holdings, instructional media services and resources including access to advanced technology and information data bases.

- **Evaluation.** Standards require a systematic evaluation and modification of the teacher preparation program.

The procedures have been clarified and reorganized. This part of the report is divided into four sections: general requirements, existing programs, new programs and major changes in existing programs and out-of-state institutions.

Major changes include team size, selection and training. A section for new program approval or major revision of a program has been added. The scaled rating of achievement of each standard, as well as the appeals procedure, is new. The range and specificity of approval actions has been increased.

A three-year period for implementation of the standards will begin January 1984. Standards requiring extensive changes or increased revenues for implementation are scheduled to become effective at later dates. The procedures become effective September 1984.

The State Department of Education welcomes comments of teacher preparation program faculty and administrators, members of visiting teams and review committees, as they work to carry out the revised standards and procedures. The process is a dynamic one; it will be molded by the experiences of the next five years as the Department of Education and the colleges and universities strive to improve teacher preparation programs and graduate better prepared individuals for Connecticut's classrooms.

Standards

The overall quality of the instructional program of an institution of higher education is confirmed through accreditation by the New England Association of Schools and Colleges and by the Connecticut Board of Governors for Higher Education. The teacher preparation program operates within the larger institution and includes all of the studies and experiences which lead students to certification as teachers or as other certified personnel for

Connecticut's public schools. This program, including all individual components which lead to certification in a particular field, is reviewed for approval by the State Board of Education.

The set of standards listed below is used as the basis for evaluation of an institution's teacher preparation program. Five basic assumptions underlie the standards:

- a balanced program of study, which includes the major fields of knowledge, is required of all teacher preparation students;
- the program must provide rigorous background in one's chosen field;
- the program must prepare educators to meet the practical demands their positions will place upon them in the schools;
- the program must establish symbiotic relationships with public schools, and
- the program must be supported by the total institution.

The degree to which all of the standards are met will guide the State Department of Education as it decides on recommending approval of a program.

1. Administration

Compliance
Date

The institution must demonstrate that:

General	1.1	It has a clearly stated philosophy and purpose for the teacher preparation program	1/84
	1.2	It involves faculty, students and graduates in the determination of policy in its program(s) of teacher preparation.	1/84
	1.3	It supports the teacher preparation	1/84

		Compliance Date
program, with a plan to develop, fund, implement, and evaluate the program.		
	1.4 Its organizational pattern facilitates articulation of the teacher education program with appropriate instructional departments.	1/84
Teacher Preparation	1.5 Administrative control of the teacher preparation program is clearly designated and appropriately centralized.	1/84
	1.6 Responsibility for recommending candidates for certification is centralized in an individual who shall attest that the candidates have 1) met admission standards, 2) fulfilled the institution's program requirements, 3) demonstrated the appropriate Connecticut Teaching Competencies, 4) passed state required exit assessments, and 5) met state certification requirements.	1/84
	1.7 Cooperative arrangements with elementary and secondary schools are sought and established.	12/84
	1.8 A management plan for the delivery of services to local school districts has been developed that includes: 1) types of services to be delivered, 2) staffing (e.g., release from teaching assignments, differentiated staffing, additional financial remuneration, team approaches to service), 3) resource support, and 4) evaluation of service activities.	12/85

2. Faculty

Compliance Date

The institution must demonstrate that there is:

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| 2.1 | A reasonable faculty-student ratio, including classroom and counseling contacts. | 1/84 |
| 2.2 | Adherence to a reasonable policy regarding faculty load, including distinctions among various kinds of assignments such as supervision of student teachers, research, student advising, graduate instruction and professional development services to educational agencies. | 12/84 |
| 2.3 | Adherence to clearly stated qualifications for faculty, both full-time and part-time, including related educational background, successful experience, and appropriateness of qualifications for assignments. | 1/84 |
| 2.4 | Regular review of teacher preparation faculty qualifications for the programs in which they are teaching . | 1/84 |
| 2.5 | Adherence to a plan of professional development designed to keep teacher preparation faculty members up-to-date in their fields of expertise and to provide firsthand knowledge about and contact with public schools students, teachers and administrators. | 12/84 |
| 2.6 | Adherence to stated criteria regarding qualifications, selection, and responsibilities of cooperating teachers in local school systems. | 1/84 |

Compliance
Date

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| 2.7 | Provision for a planned orientation which adequately prepares co-operating teachers and supervising professors involved in student teaching. | 1/84 |
|-----|--|------|

3. Students

Essential characteristics are:

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|-----|--|-------|
| 3.1 | Appropriate academic and non-academic standards for admission to the teacher preparation programs are stated and enforced. These standards shall include, but not be limited to: 1) passing of the state mandated skills examination in mathematics, reading and writing, or presentation of a combined score of 1000 on the SAT with at least a score of 400 on both the verbal and the mathematics sections respectively or passing a similar test of a state with which Connecticut has certification reciprocity agreements; 2) at least a B-minus average for all undergraduate courses; 3) an educational background including arts and humanities, mathematics-science-technology, social and behavioral sciences, health and physical education; 4) the presentation of an essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching; 5) at least two letters of recommendation from persons able to testify to the candidate's suit- | 12/84 |
|-----|--|-------|

**Compliance
Date**

ability as a prospective teacher, and 6) an interview by a team to assess the candidate's personal attributes which will affect his/her performance in teaching. Any one item, with the exception of number 1) listed above, may be waived if justified by unusual circumstances, provided that a statement of justification is added to the candidate's records.

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| 3.2 | Adequate provision for advising and counseling students is available, including: results of the skills examination and provision, when appropriate, of remediation; career awareness; assistance in placement for student teaching; supervision during the student teaching experience; appropriate guidance concerning course load; and job placement. | 1/84 |
| 3.3 | Criteria for continuation in the teacher education program are clearly defined, and shall include academic and nonacademic factors which may affect qualifications for teaching. | 1/84 |
| 3.4 | Student records that are clear, complete, and legible, and transcripts including descriptive course titles, are produced. | 1/84 |

4. Curriculum

A balanced program of study between a chosen field and related disciplines, and professional skills and concepts is vital to the

education of teachers. All teacher preparation programs shall provide:

			Compliance Date
General Education	4.1	A broad education for students through experiences in all the major areas of knowledge: arts and humanities; mathematics-science-technology; social and behavioral sciences; physical and health education.	1/84
	4.2	Depth of study in a chosen field.	1/84
Major	4.3	Content in the subject area(s) that has functional application in the elementary and/or secondary classroom and that reflects state curriculum guidelines.	
	4.4	A description of program objectives and expected student outcomes in each of the endorsement areas for which approval has been requested.	1/84
	4.5	A planned sequence of experiences that meet the program objectives and the appropriate certification regulations.	1/84
	4.6	A written policy concerning independent study for credit and evidence of adherence to it	1/84
	4.7	Evidence that activities of a special nature are carefully evaluated according to established criteria if academic credit is to be awarded.	1/84
	4.8	Opportunities throughout the program for each student to become aware of major instructional issues in the curriculum areas required by the Connecticut General Statutes.	12/84

	Compliance Date
4.9 Instruction leading to the acquisition of the State Board of Education's Connecticut Teaching Competencies (See Appendix).	12/85
4.10 Opportunities to develop and practice the Connecticut Teaching Competencies in simulated and actual teaching settings throughout the preparation program.	12/85
4.11 The opportunity to demonstrate attainment of the appropriate Connecticut Teaching Competencies in a culminating, clinical activity related to the endorsement area.	12/85

5. Facilities and Resources

There shall be evidence that:

General	5.1 Adequate facilities are provided and maintained to support the teacher preparation program, including library and other resources needed for the broad education and field specialization expected of students in the program.	1/84
	5.2 Adequate clerical and secretarial services are available.	12/84
	5.3 Library holdings, instructional media services and resources, including advanced technology, are adequate for the programs offered, and plans exist for developing access to a growing information base through increased acquisitions and by drawing from other sources.	12/84

		Compliance Date
Professional 5.4 Library Media	A collection of texts and other educational resource material in current use in public schools is available and used at the institution. If the collection is inadequate, there is evidence that a plan is being followed to provide adequate material.	1/84
5.5	Ready access to and use of library holdings, resources and services is assured through such techniques as central cataloguing of all holdings and extended open hours.	1/84
5.6	Adequate professional services are provided for the library media program.	1/84

6. Evaluation

A systematic evaluation procedure shall be established which includes:

- | | | |
|-----|---|-------|
| 6.1 | The involvement of faculty, students, graduates and appropriate community representatives in its planning and implementation. | 12/85 |
| 6.2 | Monitoring the effectiveness of the program using the pre-service Connecticut Teaching Competencies. | |
| 6.3 | Assessment of the program as reflected by the performance of graduates within two years after | 12/85 |

**Compliance
Date**

they enter the teaching profession in Connecticut, including evidence of their performance in relation to the stated program objectives and Connecticut Teaching Competencies.

- | | | |
|-----|---|-------|
| 6.4 | Assessment of the program by graduates of the program. | 12/85 |
| 6.5 | Regular review of requirements and recommendations developed by learned societies and professional associations, and consideration of incorporating them into the programs. | 12/85 |
| 6.6 | Use of the results of the evaluation process and use of these data in the modification and improvement of teacher preparation programs. | 12/85 |

Procedures

Before graduates of teacher education programs (including programs preparing for administration or special services in public schools) are certified for service as teachers, supervisors or administrators in Connecticut, the programs from which they are graduated must have been approved by the State Board of Education.

Section 1. General requirements

In order for a program of teacher preparation to be approved by the State Board of Education the following conditions must be met:

- Accreditation of the institution by the New England Association of Schools and Colleges at the appropriate degree level or recognized candidacy for such accreditation;
- Conformance with policies and procedures for program licensure and/or accreditation as established by the

Connecticut Board of Governors of Higher Education. Loss of accreditation or licensure with the Board of Governors of Higher Education will result in withdrawal of program approval by the State Board of Education;

- Conformance with Connecticut General Statutes pertaining to program approval, teacher preparation and certification, and with certification regulations appropriate to the specific programs of teacher preparation offered, and
- Conformance with procedures and standards for program approval as contained herein.

Some definitions of terms may be useful in understanding the procedures described.

Commissioner of Education means the Secretary to the State Board of Education.

Interim Report is a report that may be required of an approved program during the approval period to document progress in the implementation of a new program or in correcting questionable practices of existing programs.

Program Approval Unit is that unit of the State Department of Education which coordinates the procedures described in this document.

Review Committee is a committee appointed by the State Board of Education which recommends to that body the action to be taken relative to the approval of a program or programs of teacher preparation.

Revisit is a follow-up study of a program by a team of specialists convened according to procedures in this document whose purpose is to clarify issues not resolved by a Visiting Team.

Visiting Team is a committee convened by the State Department of Education, following the procedures established in this document, for the purpose of reporting

to the Review Committee the results of a visit to an institution to review plans or verify self-studies submitted by the institution to the State Department of Education.

Visiting Team of Experts is a committee of specialists in the endorsement area convened by the State Department of Education, following the procedures established in this document, for the purpose of reporting to the Review Committee the results of a visit to an institution to review plans for or implementation of a new or substantially revised program.

Section 2. Procedures for Existing Programs

(a) Application

An appropriate official at the institution seeking teacher program approval shall apply to the Commissioner of Education for approval in one or more specific areas of teacher preparation. Such application shall be made not later than December first prior to the September in which the institution seeks permission to begin or to continue its teacher preparation program(s).

(b) Self-Examination

- (1)** The institution applying for program approval shall examine the program it is submitting to assure that it satisfies standards established by the State Board of Education, provisions of the General Statutes of Connecticut that pertain to teacher preparation, and state certification regulations.
- (2)** The Standards for Program Approval and "Self-Study Forms" provided by the State Department of Education are designed to assist the institution to conduct its self-examination. Upon completion of the self-study, the institution shall forward 15 copies of the report of its self-examination, including the previously mentioned documents, to the Program Approval Unit of the State Department of Education. The institution shall also forward one copy to each member of the Visiting Team at least three weeks

prior to the visit. The self-study shall be checked by the staff of the Department for compliance with the standards, statutes, and regulations which apply.

(c) Examination by the Visiting Team

- (1) The Visiting Team shall consist of persons with broad background and experience in education appropriate to the general categories of service for which the institution prepares education personnel. Teams will include a balance of members from each of the following sectors: public schools (administrators, supervisors and teachers), institutions of higher education, and state departments of education. Each team will include at least one out-of-state member. A list of potential team members will be established by the State Department of Education from individuals nominated by public school administrators and deans of higher education, as well as individuals who have served on New England Association of Schools and Colleges and National Council for the Accreditation of Teacher Education visiting teams, or who hold the master teacher certificate. Nominees will serve from three to five years.
- (2) The institution to be visited shall be presented with a tentative list of the team members drawn from the established list and shall be given an opportunity to request the withdrawal of any team member for cogent reasons. The background of team members will be analyzed to match programs under review. In addition to the approved team, persons training for future team membership may be added. Chairpersons must have had prior experience as members of visiting teams. The Department of Higher Education may and the State Department of Education will provide one official observer who will not be counted as a team member. Additionally, in accordance with the Interstate Agreement on Qualification of Education Personnel, opportunities will be provided for representatives of contracting states to be present during evaluation visits.

- (3) Team size will normally range from three to seven members, depending on the number of programs to be evaluated. The composition of the team, including specialists to be included, will be negotiated by the State Department of Education and the institution. Specialists will be included for programs which have been previously identified as exhibiting weaknesses or specialists may be included at the request of the institution. The visiting team members serve without compensation, but travel, meals, and lodging expenses incurred by the visiting team shall be defrayed by the institution requesting approval. Representatives of contracting states may be present at their own expense.
- (4) The length of the visit will depend on the number of programs to be reviewed. Three days will be the minimum considered for a visit of a small team to a small program. The Visiting Team, during its visit, may request a specialist to review a particular program. If, during the team visit or during the exit interview, it becomes evident that there are areas that require additional investigation, this will be done in a timely fashion by additional specialists. The team report will reflect the additional contributions.
- (5) Visits of teams to teacher training institutions will be scheduled by the Consultant for Teacher Preparation Program Approval in consultation with the institution. When possible, these visits will be coordinated with other accreditation visits.
- (6) It shall be the responsibility of the Visiting Team to analyze all written data received and to make observations of the programs to assess the accuracy and completeness of the data supplied with the major goal of judging the degree to which each standard contained in this document has been met by the institution. The degree to which each standard has been attained shall be indicated on a scale provided on State Department of Education evaluation forms. Descriptive comments on standards judged not met shall be required. The composite report of the visiting team members' findings shall be written by the

Chairperson of the Visiting Team and submitted to the Consultant for Teacher Preparation Program Approval of the State Department of Education. The Chairperson will present an unofficial overview of findings to the institution in the exit interview.

- (7) The institution will be able to appeal the conclusions of the Visiting Team. A draft report which has been approved by the Visiting Team will be sent to the institution for review and comment. Those comments will be appended to a report prepared by the Chairperson of the Visiting Team. If there is disagreement between the institution and the team evaluation, the Consultant for Teacher Preparation Program Approval will arrange for a timely additional visit by specialists in the program(s) in question. The findings of the second visit will be included in the report which will be sent to the institution and to the Review Committee.
- (8) The State Department of Education, in cooperation with the Department of Higher Education, will provide annually a program of orientation and training sessions for the members of the pool of visiting team members. A handbook will be used which will include sample organizational plans for visits, descriptions of members' responsibilities, descriptions and roles of policy bodies, supplementary materials related to the Procedures and Standards, the format and function of the exit interview, and substance for written reports. Group processes, including how to evaluate the self-study, what the team member should look for and how to rate the programs' compliance will be covered.

(d) Duties of the Review Committee

- (1) The Review Committee shall be recommended by the Commissioner of Education and appointed by the State Board of Education. This Committee shall include representatives of institutions of higher education, professional staffs of public school systems, and representatives of the community at large. The Review Committee members serve without

compensation but with expenses paid by the State Department of Education.

- (2) The Review Committee studies the institution's report of its self-examination, the Visiting Team's report and interviews representatives of the institution and Visiting Team. It is the responsibility of the Review Committee to forward to the State Board of Education, based upon its study and interviews, its recommendations concerning the programs visited.
- (3) A representative of the institution being evaluated and a representative of the Visiting Team must be present at the meeting of the Review Committee to provide additional information as required to aid in arriving at a recommendation relative to the program or programs under consideration.

(e) Action of the State Board of Education

After reviewing the report of the Review Committee, the Commissioner of Education shall make one or more of the following recommendations to the State Board of Education:

- (1) Grant program approval - for five years.
- (2) Grant program approval - for five years with an interim report required midway through the approval period.
- (3) Grant provisional approval - for a time period of six months to two years to remediate the identified problem(s). A written report by the institution which addresses how it has remediated the deficiencies shall be submitted to the Review Committee. The Review Committee, based on review of the report and oral testimony, will make recommendation to the State Board of Education regarding continued approval of the program.
- (4) Grant probationary approval - for a time period of six months to two years to remediate the identified

problem(s). A written report by the institution which addresses how it has remediated the deficiencies and a revisit by a Team of Experts is required. The Review Committee will make recommendations to the State Board of Education regarding continued approval of the program, based on the institution's report, the revisit report and oral testimony.

(5) Deny approval.

(f) Action of The Board of Governors for Higher Education

(1) The Consultant for Teacher Preparation Program Approval of the State Department of Education shall forward to the Department of Higher Education the State Board of Education's resolutions of approval of teacher preparation programs and the reports of the Review Committee relative to those programs.

(2) The Department of Higher Education shall present a report of the evaluation and the action of the State Board of Education to the Board of Governors for its appropriate action.

(g) Notification of State Board of Education and Board of Governors for Higher Education Action

Notification of State Board of Education and Board of Governors action will be sent to the appropriate officer at the institution following said action.

(h) Duties of the Consultant for Teacher Preparation Program Approval

The Consultant for Teacher Preparation Program Approval coordinates all aspects of the program approval process as follows:

(1) serves as the State Board of Education observer for team visits. As such, the observer will be available to answer procedural questions and expedite the visit.

- (2) forwards a copy of the report prepared by the Visiting Team to the appropriate authorities of the institution for their information and reaction.
 - (3) compiles pertinent reports and data and forwards them along with the Visiting Team report to the Review Committee with the request that it review and analyze this information and make appropriate recommendations.
 - (4) serves as observer and answers procedural questions at all meetings of the Review Committee.
 - (5) transmits a full report to the Commissioner of Education, upon receipt of the recommendations of the Review Committee.
 - (6) provides orientation and training sessions annually for the members of the pool of visiting team members.
- (i) Evaluation of the Program Approval Process

Every five years a formal appraisal of the program approval process will be conducted by the State Department of Education and necessary revisions of the procedures and standards will be forwarded to the State Board of Education for action.

Section 3. New Programs/Major Changes in Existing Programs

(a) Application

- (1) Officials for each teacher preparation program shall apply to the Commissioner of Education for an evaluation of its request for approval of new program(s). Such application shall be made in time for the required evaluation but not later than December first prior to the September in which the institution seeks permission to begin operation.
- (2) No institution shall publicize or begin operation as a teacher preparation program, as a program claiming

to offer instruction which leads to certification, until its plans are recommended by the Review Committee and approved by the Board of Education as outlined in this section. Students shall be advised in a timely fashion of the status of the program as it relates to approval.

(b) Planning Documents

Initial plans for a new program, or for a substantial change in existing offerings of the program, shall be carefully and thoroughly developed and delineated in a detailed written report submitted to the State Department of Education. "Forms for New Programs" provided by the State Department of Education and the Standards for Program Approval are designed to assist the institution to plan for a new program or make major modifications in an existing program. Upon completion of the "Forms for New Programs" the institution shall forward 15 copies of them and any other supportive documentation to the Program Approval Unit in the State Department of Education. The institution shall also forward one copy of the material to each member of the Visiting Team at least three weeks prior to the visit. The forms and supporting material submitted shall be checked by the staff of the State Department of Education for compliance with the standards, statutes and regulations which apply.

(c) Interview by Visiting Team

A Visiting Team of Experts shall be named following the procedures for naming teams for regular program approval visits.

(d) Duties of The Review Committee

- (1) The Review Committee's composition and duties relative to new programs are generally the same as those outlined relative to existing programs.
- (2) The institution's plan and the report of the Visiting Team of Experts shall be submitted to the Review Committee. If the plans are found to provide reasonable assurance that the program can be operated

satisfactorily to attain its objectives, the program shall be recommended to the State Board of Education for approval for an initial period of two years on the provision that the plans, as submitted by the institution, together with any stipulation by the Review Committee for their modification, shall be conscientiously implemented.

- (3) A progress report at the end of the first two semesters of operation shall be submitted to the State Department of Education by the institution. The program will be visited by a Visiting Team assigned by the State Department of Education during the third semester of operation.
- (4) The Review Committee will review the reports of the institution and of the Visiting Team. If the program shows insufficient promise, all publicity for the program shall immediately cease and plans shall be made either to cease operation of the program at the end of the current semester year or to make such improvements as may be necessary, in the opinion of the Review Committee, to warrant continued approval. If satisfactory implementation and operation are observed, the program shall be approved to conform with the review cycle of all other programs. The usual procedures for continuing program approval will apply.

(e) Action by the State Board of Education

After reviewing the report of the Review Committee, the Commissioner of Education shall make one or more of the following recommendations to the State Board of Education:

- (1) Grant program approval - for two years with an interim report due at the end of the first two semesters of operation and an on-site visit during the third semester of operation.
- (2) Extend program approval - for a period of time to bring the new program into conformance with the

approval cycle of all other programs offered by the institution.

- (3) Deny program approval.

Section 4. Out-of-state institutions

Out-of-state institutions desiring to initiate a teacher preparation program in Connecticut or desiring to offer any course, workshop or the like for college credit must first conform with the Policies and Procedures for Licensing and Accrediting Institutions of Higher Learning in Connecticut (General Statute 10a-34, formerly Connecticut General Statute 10-330) and then apply for approval to the State Board of Education using the process outlined for new programs contained herein (Section 3. New Programs/Major Changes in Existing Programs.)

Appendix

Connecticut Teaching Competencies

A competent teacher understands growth and development, demonstrates knowledge of what is to be taught and facility in the basic skills and helps students to develop positive self-concepts. Such a teacher stimulates the independence of each student as a learner, effectively assesses student needs and progress, and plans instruction to achieve selected objectives, including those appropriate for exceptional students. These objectives are accomplished through effective communication with students, parents and colleagues and through the use of appropriate techniques and materials in a positive climate where time, space and equipment are effectively organized for instruction. In addition, the teacher meets professional responsibilities for continuing growth and fosters cooperative involvement with parents and the community.

Therefore, it is expected that:

- by the end of teacher preparation program coursework, the teacher will exhibit capability for all of the competencies with demonstrable competence in numbers 1-4 below;

- by the end of a teacher preparation program, including student teaching, the teacher will exhibit capability for all of the competencies, with demonstrable competence in numbers 1-8 below;
- by the end of a beginning teacher program, the teacher will exhibit demonstrable competence in all of the following competencies.

In line with these requirements, it is also expected that the programs and processes by which prospective teachers are prepared will address all of these competencies.

1. Demonstrates facility in the skills of reading, writing and mathematics
2. Demonstrates knowledge of the subject to be taught
 - 2.1 Knows and understands the major principles and concepts of the material to be taught
 - 2.2 Possesses accurate and up-to-date knowledge of subject matter
 - 2.3 Understands the purpose and value of the material to be taught
 - 2.4 Is able to formulate meaningful questions about the subject matter
 - 2.5 Knows appropriate sources of additional information about the material to be taught
3. Demonstrates knowledge of human growth and development as it relates to the teaching-learning process
 - 3.1 Knows and understands the major theories of human development
 - 3.2 Understands how physical, social, emotional and intellectual development relate to planning and organizing instruction

- 3.3 Knows about various teaching styles and learning styles and understands their interrelationship
- 3.4 Recognizes the conditions and needs of special students
- 4. Demonstrates a knowledge of the American public school system
 - 4.1 Knows and understands the governance of schools from the local, state and federal levels
 - 4.2 Understands how the organization of the district and school has an impact upon the individual teacher
 - 4.3 Understands the rights and responsibilities of students, parents and teachers
- 5. Plans instruction to achieve selected objectives
 - 5.1 Identifies and sequences goals of instruction
 - 5.2 Identifies and sequences objectives for instruction
 - 5.3 Identifies teaching procedures and sequences learning activities
 - 5.4 Selects appropriate human resources, materials and media
 - 5.5 Plans instructional activities which provide for individual differences
- 6. Effectively implements instructional plans and uses appropriate instructional techniques
 - 6.1 Presents material at a level appropriate to the needs, interests, ability and background of students
 - 6.2 Conducts learning activities in a logical sequence which is flexible and developmentally appropriate
 - 6.3 Provides illustrations, examples and applications of the material

- 6.4 Uses a variety of instructional materials and media
- 6.5 Uses a variety of instructional methods and incorporates advancing technology
- 6.6 Uses a balance of individual, small group and large group instructional arrangements
- 6.7 Provides instructional activities that foster student involvement
- 6.8 Matches teaching styles and methods with the learning situation and the learning styles of students
- 6.9 Revises instruction on the basis of student comments, questions and performance
- 7. Effectively communicates with students
 - 7.1 Provides directions and explanations in a clear, coherent and logical manner
 - 7.2 Uses acceptable written and oral expressions with students
 - 7.3 Provides for two-way communication with students throughout lessons
 - 7.4 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication
 - 7.5 Communicates personal enthusiasm and self-confidence
 - 7.6 Outlines expectations for students in a clear manner
 - 7.7 Communicates with students both individually and collectively about their needs and progress
- 8. Helps students develop positive self-concepts
 - 8.1 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom

- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students
- 8.3 Demonstrates patience, empathy and enthusiasm
- 9. Facilitates the independence of the student as learner
 - 9.1 Recognizes and encourages the special interests and abilities of individual students
 - 9.2 Engages students in selecting their own learning objectives and activities
 - 9.3 Poses probing questions that stimulate students to recall, analyze, synthesize and evaluate
 - 9.4 Presents opportunities that foster thinking skills and problem-solving skills
 - 9.5 Assists and encourages students to research issues and questions of concern to them
 - 9.6 Promotes students' ability to communicate effectively with others about ideas and concerns
- 10. Effectively organizes time, space, materials and equipment for instruction
 - 10.1 Establishes and maintains classroom routines and procedures
 - 10.2 Uses instructional time effectively, paces instructional activities appropriately and maximizes students' time on task
 - 10.3 Provides a learning environment that is attractive and orderly
- 11. Effectively assesses student needs and progress
 - 11.1 Selects appropriate materials and procedures for assessing student progress on objectives

- 11.2 Diagnoses entry-level skills and knowledge of students
- 11.3 Recognizes when students are deficient in the basic skills and provides or recommends corrective action
- 11.4 Uses information from system-wide standardized testing when appropriate to plan instruction
- 11.5 Creates or selects evaluation instruments or procedures to obtain information for monitoring student progress and effectiveness of instruction
- 11.6 Develops and maintains systems for keeping group and individual records
- 11.7 Evaluates students on the basis of criteria that are aligned with instructional objectives
- 12. Effectively meets the needs of exceptional students
 - 12.1 Obtains and uses information about students from available records
 - 12.2 Identifies students who require the assistance of specialists
 - 12.3 Obtains and uses information from colleagues to assist students with special needs
 - 12.4 Provides appropriate instruction to students with special needs
- 13. Establishes a positive learning environment
 - 13.1 Establishes and maintains appropriate behavior standards for students in the learning environment
 - 13.2 Develops an atmosphere which fosters self-discipline
 - 13.3 Promotes positive interpersonal relations based upon mutual respect
 - 13.4 Handles discipline fairly and consistently

14. Meets professional responsibilities
 - 14.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation
 - 14.2 Works cooperatively with colleagues and administrators
 - 14.3 Follows the policies, procedures and curricula of the school district
 - 14.4 Demonstrates ethical behavior
15. Encourages and maintains the cooperative involvement and support of parents and the community
 - 15.1 Establishes ongoing two-way communication with parents based on mutual respect
 - 15.2 Provides opportunities for parent and community involvement
 - 15.3 Obtains and uses information about students from parents
 - 15.4 Communicates goals and objectives for both program and students to parents
 - 15.5 Conducts effective parent-teacher conferences
 - 15.6 Uses community resources in instruction

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